



St Nicholas CE Primary School

Coronavirus (COVID-19): Catch-up Funding Plan

Academic year:	2020-2021						
Total number of pupils on roll:	217 pupils on roll.						
Total catch-up budget	17,360	First instalment:	£4340	Second instalment:	£5787.39	Third instalment:	£7232.61
Date of review:	September 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Identify the key areas to prioritise at EYFS and between KS1 and KS2 to ensure continuous progression and essential knowledge and skills are developed.	<p>Teach an ambitious and broad curriculum in all subjects whilst also progressing pupil development.</p> <p>The curriculum offer meets the needs of pupils and robust formative assessment identifies pupils' starting points, gaps.</p> <p>Lost or misunderstood learning is quickly identified and addressed.</p> <p>Gaps and misconceptions are quickly closed.</p> <p>Systems of feedback support pupils' learning and progress are effective.</p>	<p>Assessment (formative and summative) will reveal lost learning. Intervention and catch up programmes will be implemented. See Targeted Academic Support for further detail).</p> <p>Through robust assessment practices, teachers can effectively distinguish between lost learning (not being in school) and a pupil not having learnt a concept/skill/knowledge well enough.</p> <p>Diagnostic information informs teachers the skills, knowledge and competencies needed for all pupils to access the full curriculum fully and successfully.</p> <p>Pupils make accelerated progress, and this is underpinned through our monitoring processes and systems.</p>	£1800	<p>Assessment: HT and DHT</p> <p>SEND and PP: SENCo</p>	<p>SEND and Pupil Premium Pupils:</p> <p>Consider the learning needs and objectives of children with SEND and pupil premium children – How are we adapting our curriculum – pre-teach, not overloading working memory, extra processing time etc.</p> <p>https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1</p> <p>School Planning Guide 2020-21</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/TPS://WWW.GOV.UK/GUIDANCE/CORONAVIRUS-COVID-19-CATCH-UP-PREMIUM</p>

<p>Develop remote education as a key component in the delivery of the school curriculum.</p>	<p>To ensure that all pupils have access to and fully engage with remote learning.</p> <p>Technology is made available and distributed to families who don't have access to laptops.</p> <p>Effective remote teaching is supported by professional development (see below for additional detail).</p> <p>Systems and processes to provide pupils feedback on their remote learning support progress and minimise impact of not being in school.</p>	<p>Pupils are not disadvantaged and do not miss learning due to a school closure.</p> <p>Reviewed and adapted home learning offer supports the intended impact of our curriculum and continues to support who are not able to attend school.</p> <p>Pupils continue to make progress as feedback allows for formative assessment to inform the work set at home.</p>	<p>£2000</p>	<p>DHT and SENCO</p>	<p>The Trust will be supporting the school to set up Microsoft Teams.</p>
--	---	--	---------------------	-----------------------------	---

<p>Focusing on professional development</p>	<p>Every teacher is supported and prepared for the new academic year by providing opportunities for professional development.</p> <p>All staff are up to date with new guidance, legislation and research.</p> <p>Teachers and staff (support, office and site) are given the necessary training to adjust to the new logistical and organisational aspects.</p>	<p>Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.</p> <p>All staff have access to online high quality CPD through the National College, which secures catch up through high quality teaching and learning.</p> <p>CPD impacts on curriculum planning ensures that teachers are confident and proficient in delivering a curriculum which is tailored to meet the needs of pupils in their care.</p> <p>Professional development on the effective use of technology (Microsoft Teams, Padlet and Safeguard).</p>	<p>£1895</p>	<p>HT and DHT</p>	<p>The Trust also has a CPD programme in place, which the staff can also take advantage of.</p>
<p>Total spend:</p>			<p>£5695</p>		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Develop a catch-up strategy which incorporates one-to-one tuition and smaller group learning without compromising or hindering wider classroom education.	<p>Targeted academic support can have, including for those pupils who are not making timely progress across the spectrum of achievement.</p> <p>Relevant and rigorous data is used to ensure that targeted interventions are appropriate.</p> <p>Interventions (including pre-teaching) and the use of 1:1 support programmes (Third Space Maths Tuition) ensure that children make rapid progress and gaps are filled</p>	<p>Pupils from disadvantaged backgrounds make the same rate or better progress than their peers.</p> <p>Staff are skilled in delivering targeted academic interventions. CPD is used to support professional development.</p> <p>Impact of additional support is regularly evaluated to check that learning is transferred into everyday learning.</p> <p>Pupils with identified SEN are supported by assessments carried out by specialist external agencies.</p>	£3500	SENCO and HT	
Establish a whole school approach to creating a mentally healthy school.	<p>Create an environment which offers an ideal emotional and motivational context for learning.</p> <p>Our Listening Ear Service is extended to respond to the level of need.</p>	Supporting pupils' social, emotional and behavioural needs ensures that pupils are able to achieve better academically and be mentally and academically resilient (see research in comments section).	£3191	SENCO	<p>Research:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>Key points from the evidence</p>

					<p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p>The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</p> <p>A positive association exists between academic attainment and physical activity levels of pupils.</p>
				Total spend:	£6691

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Personal, Social and Emotional Learning curriculum
- Communicating with and supporting parents

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To target reading.	<p>Ensure all pupils, particularly disadvantaged and additional vulnerable</p> <p>Children have phonics skills that are in line with age related expectations.</p> <p>To endure access to a range of high-quality texts for all children which promote differences and diversity.</p> <p>Pupils can access banded reading books during lockdown or isolation.</p>	<p>Allow all children access to at home reading texts.</p> <p>All children can work on the same reading scheme for as long as necessary for each independent learner.</p> <p>Pupils make or exceed progress form their last statutory assessment.</p>	£2374	LL and LH	<p>Whole school Rising Starts subscription for online banded books to be accessed in self-isolation and/or lockdown.</p> <p>Reading planet is £550 for whole school access.</p>

To target mathematical fluency.	Ensure all pupils, particularly disadvantaged and additional vulnerable children have arithmetical skills that are in line with age related expectations. To ensure access to a high quality online arithmetical resource, to maintain high standards of learning. Pupils can access individual learning resources when in isolation or lockdown.	Maintain arithmetical fluency at all levels from R-6. Pupil make or exceed progress from their initial starting points.	£2600	LB and KB	Subscriptions to purchase: <ul style="list-style-type: none"> • Numbots • Timetables Rockstars • Third Space Learning
Total spend:			£4974		

Summary report

What is the overall impact of spending?

Teaching and whole-school strategies

Key Priorities

Our monitoring and quality assurance practices identified pupils whose attainment and progress were in danger of under-performance. Our catch up funding was used to invest in diagnostic assessment materials to quickly inform teachers of gaps, Additional support was invested for pre and post teaching and curriculum learning resources. The impact was quantified and our outcomes were on average 10% lower than previous non-pandemic years. Our progress was in line with expectations and gaps are continuing to be addressed through quality first teaching and interventions.

Remote Education

Catch up funding was used to fund laptops and this meant that barriers (especially those from disadvantaged backgrounds), of being able to access remote education, were removed. To ascertain the effectiveness/impact our remote learning offer was having, we carried out a survey. The results indicated an improvement of our remote learning offer since the last lockdown and helped us to identify families who needed additional support with technology. Additionally, having additional laptops impacted positively on individual provision for SEND and PP, as we were able to offer interventions and speech and language therapy and pupils did not have to share laptops with their siblings or family members, who were using laptops for work.

Professional Development

Due to training constraints due to lockdown, this action was not fully completed. However, we did fund training access in-depth training in numeracy. The impact was quantified within our in-house attainment and progress measures, with gaps in maths being closed. Furthermore, the training facilitated a smooth transition in September for the Year 1 teacher and support staff in KS1 and lower KS2 who were able to continue delivering the programme for children still struggling to recall number bonds to 20 in Year R to Year 3.

One-to-one Tuition

Catch up funding was used to fund Third Space Learning, which was subsidised by the NTP. Pupils, including PP and SEND received 1:1 online tutoring, since Autumn 2020. The tutoring was sustained through lockdown and by working online, this enabled pupils to continue receiving support when at home. Parents all responded that they were grateful for the programme and felt that it helped keep the children on track with their learning and support their lockdown experience.

Third Space is completely tailored to each child's individual needs. At the beginning of each half term the children completed a baseline assessment and then their designated tutors tailored each session to close gaps in learning. Each week sessions reports were emailed and tutors reported that all children were engaged in their learning. They were closing gaps and progress was being made.

Class teachers reported that the sessions seemed to further support the children's confidence and they performed better than expected in their end of year final assessments. This included end of Key stage 2 tests. During the sessions children were engaged and all were challenged. LOs were revisited and new content taught. Pupil voice confirmed they enjoyed their sessions and said that it was definitely helping them with their learning. In addition, children in receipt of FSM, made the most progress in maths in comparison to their peers.

Creating a Mentally Healthy School

Having access to catch up funding, meant that we were able to extend our Listening Ear Service to support children who needed additional support with their mental wellbeing. Whilst the impact is not quantifiable, we have seen that children who needed to access this service, no longer require it and are much happier. Additionally, we funded the services of an educational psychologist to as part of our transition process from Year 6 to Year 7.

We will continue to use catch up funding to support pupils' mental well-being.

Targeted support

To Target Reading

To ensure that children were still reading at home, we purchased access to an E-Library of reading books from Rising Stars. The scheme provided colour banded books for online reading as well as resources to use for guided reading. This online library allowed us to continue to set books for each individual child to read at home, allowing them access to appropriate reading materials for their age and ability. Across EYFS and KS1 books were changed weekly and parents were kept informed of new books available to the children. This enabled us to keep an open line of communication with the parents in terms of reading levels at home and ways in which they could support their child's reading progress. The online resource has also been used across the school to allow guided reading to continue at home. It is ideal for screen sharing and so infant teachers were able to continue weekly guided reading activities with all children over zoom.

Having purchased this online library allowed us to continue to track our children's progress whilst they were off school. On returning to school children on the reading scheme had continued to make reading progress due to having access to these online books. We were also able to continue with our guided reading groups without interruption.

Reading is our strongest subject across the school. Children in receipt of FSM, made the most progress in reading in comparison to their peers.

Wider strategies

To Target Mathematical Fluency

Catch-up funding supported the purchase of programmes, which could be used in class and remotely. The Numbot part of this learning platform was purchased during lockdown to support the younger classes with their learning. In year 1 number bonds have strengthened and the resource is being used daily in class to reinforce this learning objective.

Times Tables Rock Stars, for classes 2-6 has been a huge success. All classes have been engaged and the results from the year 4 multiplication check show that our school average is 22.5/25 correct marks. Pupils who scored below 20 will receive further interventions in September. We will still have access to this resource for the majority of next year so will ensure that all classes are continuing to use it for arithmetical fluency.

How will changes be communicated to parents and stakeholders?

Changes were and will continue to be communicated regularly to our parents and stakeholders via weekly updates, newsletters, parent consultations and reports to the Trust and governors (AAC).

Final comments

We have not spent all of our allocation, as we still want to continue to focus on:

- Writing
- CPD
- Mental well-being
- Reading (Reception)
- Interventions (including pre-teaching)
- Educational psychology

Final spend: £ 7,635.70